DOCUMENT RESUME

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TITLE	Developing Map Skills in Social Studies (part of Florida Competency-Based Modules--SS XIV in a series of 17 modules). Description of Teacher Inservice Education Materials.
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ABSTRACT

The described learning module is designed for teachers who wish to improve their students' skill in map reading and interpretation. The content area is geography. An outline of the table of contents of the module is provided. Activities and resources involved in the use of this product are described. Ordering information for materials used in this module is given as well as a critique of the product. (JD)

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ED169062

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: DEVELOPING MAP SKILLS IN SOCIAL STUDIES (part of Florida Competency-Based Modules - SS XIV in a series of 17 modules)

Publication Date(s): 1974

Intended Users: Preservice and inservice social studies teachers concerned with improving their map-reading/interpretation skills

Grade Level(s): Grade level is not indicated by developer. Describer considers material appropriate for junior high level.

Number: Individual or group

Primary Focus: The intent of this product is to develop skills in map reading and interpretation. The content area is geography (social studies).

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School subject(s) and/or inservice topic(s) covered:

The inservice topics covered are increased knowledge and improved skill in the area of reading map symbols, using scale to compute distances, map interpretation and principles of skill development instruction.

What participant does in using the materials:

The participant takes a pretest and, if less than 100% accuracy is achieved, completes enabling element activities. The various activities consist of practice exercises in the use of the desired skills, as listed above. The participant undertakes a teaching/learning experience in a social studies classroom, records the session, and assesses it. It is the describer's opinion that the time spent on the module is flexible, depending upon the background and needs of the user.

Resources:

The product consists of a 53-page manual, plus consumables. An instructor would be helpful in assessing participants' in-classroom activities. Students in a geography classroom are needed for implementation of this assessment, and an audiotape recorder is necessary for recording the session for later evaluation.

Describer critique:

This module was developed to provide tools and techniques which can be used to implement a competency-based approach as a vehicle for program improvement and individualization of instruction. It accomplishes this objective clearly and concisely.

SP014207

1.0 PURPOSES:

The developer states the following in putting forth the rationale for this module:

"Traditionally, social studies as a school subject has been divided into three major areas--knowledge acquisition, examination of values, and skills development." According to the developer, teachers often devote little time and energy to the teaching of "skills needed by a student to successfully pursue his social studies interests." Map skills are an integral part of a social studies curriculum because maps are among the major non-reading tools of the SS student and help students understand phenomena which are not part of their direct experience. Even at higher grade levels teachers often confine their teaching of map skills to introduction, development and maintenance of basic map skills. This module is intended to remedy this shortcoming."

Goals

In this module, the developer promises that, "Map reading and map making activities will provide you and your students with a prime tool to enrich and extend the social studies content they will be using in skill-building situations."

Objectives

The terminal performance objective is thus stated:

"Given maps selected from the instructional materials available in each teacher's classroom, the teacher will be able to develop and implement, in a classroom setting, a map lesson which incorporates the four principles of skill development instruction." These skills are:

1. Inquiry skills;
2. Problem-solving and critical thinking skills;
3. Map and globe skills;
4. Valuing skills

"This lesson should enable students to acquire the ability to compare two or more maps in order to draw inferences and state relationships which demonstrate the use of map skills."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

The table of contents of this 53-page module lists the following:

Prospectives	pages 1-4
Pre-Assessment	page 5
Enabling Element 1	
Resource 1 - Skill Learning: A Description	pages 6-11
Enabling Element 2	
Resource 1 - Map Symbols	pages 13-17
Resource 2 - Map Skill Exercises	pages 18-21
Resource 3 - Location Exercises	pages 22-31
Resource 4 - Using Scale to Compute Distance	pages 32-36
Enabling Element 3	
Resource 1 - Map Interpretation Skills	pages 38-42
Enabling Element 4	
Resource 1 - Principles of Skill Development Instruction	page 44
Post-Assessment	page 48
In-Classroom Assessment	pages 49-52
References	page 53

Sequencing

User should complete pre-assessment instrument before starting module, and determine which parts of the module warrant further study.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

The user completes the pre-assessment instrument (which concerns itself with the knowledge base that is necessary to the terminal competency of the module) to determine which of the enabling elements s/he must turn to if less than 100% accuracy has been achieved. This is done by individuals without the assistance of an instructor. Whenever necessary, and when enabling objectives must be performed, participants may arrange themselves in small groups with or without a facilitator. These practice exercises include identification and application of the principles of skill development instruction: interpretation of map skills, drawing inferences on data from maps; and related skills.

3.2 Help given in use of product:

The material includes a 53-page paperback module for each user's reference.

Instructions for all exercises are clearly given, all necessary maps and charts are included, and answers are provided following each exercise.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

A post-assessment and an in-classroom assessment are part of the module sequence.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

A 53-page manual and a consumable booklet (for each user) are part of this material. It is the describer's opinion that time spent on completing the module is flexible and would depend upon the background and needs of the user (no time limit is indicated by the developer).

A geography class for the practice of the teaching/learning process with respect to the acquired competency, and an audio tape recorder for recording the lesson for later assessment, will be required for the in-classroom assessment.

5.2 Distributor name/address:

Panhandle Area Educational Cooperative
411 West Boulevard South
Chipley, Florida 32420

(904) 638-4131
Mr. Lester Kitchings

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
DEVELOPING MAP SKILLS IN SOCIAL STUDIES (SS XIV)				
manual	$1.50	no	1/participant	yes
consumable	.50	no	1/participant	no

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This module was edited by John H. Hansen and John D. Hoge, Florida State University at Tallahassee, Florida, for the Social Studies Training Project. It was produced under a contract administered through the Florida Research and Development Program and coordinated in the Bureau of Teacher Education and Certification of the Florida Department of Education in Tallahassee.

The project director was Anna Ochoa, Florida State University, Tallahassee, Florida.

6.2 How developed and when:

This module was adapted from a module entitled: Social Studies for the Elementary School - Proficiency Module #8: Skill Development - Maps and Globes, from the University of Georgia, Athens, Georgia, and edited by Hansen and Hoge from Florida State University. It was copyrighted in 1974 by the Board of Trustees of the Internal Improvement Fund for the use and benefit of the state of Florida.

During the field-testing period, this module was used on around 20-30 practicing teachers in several Florida counties. Three years went into the development of this material before it was published.

6.3 Evidence of effectiveness with users:

The classroom teachers involved in the field-testing were asked to complete "revision sheets." These evaluation forms were then sent back to module developers. The developers based most of their revisions on the critiques supplied by the classroom teachers, thus ensuring a more effective program for other teachers to use in their inservice education training.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This module appears to meet its stated objectives quite appropriately since its pre and posttest format is very well suited to a competency-based approach.

It is adaptable to various grade levels, ranging from grade 6 to high school, and can be used by individuals or small groups.

The quality of the printed material is good. Some of the maps which are provided, however, might be difficult to read because of their reduced scale.

Content accuracy/social fairness/community acceptance issues:

Content accuracy appears to be high by virtue of the product's development history. The nature of the material renders the content easy to check since very little, if any, of it is subjective. The skills and specific topics covered are quite basic; the table of contents is sufficiently comprehensive and only those specifically interested in this material would be likely to use it.

Social fairness and community acceptance are not issues here.

Overall summary/comment:

This module (as part of a 17-part social studies series) was developed to provide tools and techniques which can be used by local districts and institutions to implement a competency-based approach as a vehicle for program improvement and individualization of instruction. It is clear, concise, and to the point, and constitutes a valid segment in a well-constructed, comprehensive program.

LB-8/77